

МИНОБРНАУКИ РОССИИ



Федеральное государственное бюджетное образовательное учреждение
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«Российский государственный гуманитарный университет»
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ОЛИМПИАДА РГГУ ДЛЯ ШКОЛЬНИКОВ ПО ИНОСТРАННОМУ ЯЗЫКУ

АНГЛИЙСКИЙ ЯЗЫК

2021 г.

Заключительный этап

9 класс

ОТВЕТЫ

КРИТЕРИИ ОЦЕНИВАНИЯ ВЫПОЛНЕННЫХ ЗАДАНИЙ

Вариант № 21-ОШ-2-09 Английский язык-1

Part 1. Reading

(35 баллов)

Task 1 (5 баллов, по 1 баллу за каждый правильно расположенный абзац текста)

Article 1.

Who Invented the Alphabet?

When in 1905 a married couple of Egyptologists, Sir William and Hilda Flinders Petrie, first excavated the temple, documenting thousands of presents to gods, they discovered curious signs on the side of a mine. Then they began to notice them elsewhere, on walls and small statues. Some signs were clearly related to hieroglyphs, yet they were simpler than the beautiful pictorial Egyptian script on the temple walls. The Petries recognized the signs as an alphabet, though decoding the letters would take another decade, and tracing the prizes they had unearthed back to London, including a small, red sandstone sphinx with the same handful of letters on its side as those seen in the mines. After ten years of studying the inscriptions, in 1916 the Egyptologist Sir Alan Gardiner published his transcription of the letters and their translation: An inscription on the little sphinx, written in a Semitic dialect, read “Beloved of Ba’alat,” referring to the powerful Canaanite goddess.

B) A century later, in late 2018, the Israeli Egyptologist Orly Goldwasser said of this little sphinx when we viewed it at the British Museum: “For me, it’s worth all the gold in Egypt.” She had come to London to be interviewed for a BBC documentary about the history of writing. “Every word we read and write started with him and his friends.” She explained how

miners on Sinai started transforming a hieroglyph into a letter: “Call the picture by name, **pick up** only the first sound and remove the picture from your mind.” Thus, the hieroglyph for an ox, aleph, helped give a shape to the letter “a,” while the alphabet’s inventors derived “b” from the hieroglyph for “house,” bêt. These first two signs came to form the name of the system itself: alphabet. Some letters were borrowed from hieroglyphs, others drawn from life, until all the sounds of the language they spoke could be represented in written form.

A) The story of the alphabet invention dates back four millennia ago. The research conducted by Orly Goldwasser dealt with the temple complex discovered by the Petris. The temple complex detailed evidence of the people who worked on these Egyptian mines in the Sinai. The stelas that line the paths record each expedition, including the names and jobs of every person working on the site. The bureaucratic nature of Egyptian society provides, today, a clear picture of the immigrant labor that flocked to Egypt seeking work. As Goldwasser puts it, Egypt was “the America of the old world.” We can read about this arrangement in Genesis, when Jacob, “who lived in the land of Canaan”—that is, along the Levant coast, east of Egypt—traveled to Egypt to seek his fortune. Along with shepherds like Jacob, other Canaanites ended up mining for the Egyptian elites in Serabit, some 210 miles southeast by land from Memphis, the seat of pharaonic power. Religious ritual played a central role in inspiring foreign workers to learn to write. After a day’s work was done, Canaanite workers could observe their Egyptian fellow-workers’ rituals in the beautiful temple complex to Hathor. They also could marvel at the thousands of hieroglyphs used to dedicate gifts to the goddess. In Goldwasser’s view, they were not confused by being unable to read the hieroglyphs around them; instead, they began writing things their own way, inventing a simpler, more **versatile** system to accompany their own religious offerings.

D) According to Goldwasser, the alphabet remained on the cultural periphery of the Mediterranean until six centuries or more after its invention, seen only in words scratched on objects found across the Middle East, such as daggers and pottery, not in any bureaucracy or literature. But then, around 1200 B.C., came huge political upheavals, known as the late Bronze Age collapse. The major empires of the near east—the Mycenaean Empire in Greece, the Hittite Empire in Turkey and the ancient Egyptian Empire—all disintegrated amid internal civil struggle, invasions and droughts. With the emergence of smaller city-states, local leaders began to use local languages to govern. In the land of Canaan, these were Semitic dialects, written down using alphabets derived from the Sinai mines. These Canaanite city-states flourished, and a restless sea trade spread their alphabet along with their production. Variations of the alphabet—now known as Phoenician, from the Greek word for the Canaanite region—have been found from Turkey to Spain, and survive until today in the form of the letters used and passed on by the Greeks and the Romans.

E) In the century since the discovery of those first scratched letters in the Sinai mines, the leading academic idea has been that it was highly educated people who probably created the alphabet. But Goldwasser’s research is challenging that notion. She suggests that it was actually a group of illiterate Canaanite miners who **made the breakthrough**, ignorant in hieroglyphs and unable to speak Egyptian but inspired by the pictorial writing they saw around them. In this view, one of civilization’s most profound and most revolutionary intellectual creations came not from an educated elite but from illiterate laborers, who usually get written out of history. Pierre Tallet, former president of the French Society of Egyptology, supports Goldwasser’s theory: “Of course the theory **makes sense**, as it is clear that whoever wrote these inscriptions in the Sinai did not know hieroglyphs,” he told me. “And the words they are writing are in a Semitic language, so they must have been Canaanites, who we know were there from the Egyptians’ own written record here in the temple.”

C) There are doubters of the Israeli scholar's hypothesis, though. Christopher Rollston, a Hebrew scholar at George Washington University, argues that the mysterious writers **likely** knew hieroglyphs. "It would be improbable that illiterate miners were capable of, or responsible for, the invention of the alphabet," he says. But this **objection** seems less persuasive than Goldwasser's account—if Egyptian scribes invented the alphabet, why did it quickly disappear from their literature for about 600 years?

Task 2. (5 баллов, по 1 баллу за каждый правильно расположенный абзац текста)

Article 2.

When the Street Light First Came to London, Disaster Came

The 20-foot monster rose up in the middle of the road, between Bridge Street and Great George Street in London, two arms stretching up during the day, a gas lamp glowing at night. Built by engineers, designed by a railway manager, and approved by Parliament, the strange construction had a purpose as serious as its appearance was strange: to protect pedestrians from carriage traffic and keep the streets outside the House of Parliament from filling with heavy traffic. On December 9, 1868, London became the first city to have a traffic light.

G) The structure would hardly be recognizable today. Compared to the modern lights seen at every corner, this lamp was an architectural attraction. "Gothic decoration at the base supported an iron pillar empty inside, painted green and golden. The pillar then evolved into a thick metal loop, surrounded at the top by big leaves which appeared to be growing out of an octagonal box containing the lamps with a pineapple atop," writes James Winter in *London's Teeming Streets, 1830-1914*. Despite its quite tasteless design, the lamp was a marvel. Newspapers reported its success. Engineers predicted the arrival of these technological wonders on every street, with an accompanying police officer to operate them. But within a month all excitement had faded; the design proved to have a fatal **flaw**.

F) The glamorous appearance of the first street light in London did not have any practical value, though. Back then, in the 19th century, London was a dangerous place for commuters. The medieval city had been constructed along routes following the Thames River, and the Industrial Revolution brought more workers and horse carts on the narrow roads. In 1803, two men and a woman were trapped between coal wagons and crushed to death in the Strand because of traffic jams. In 1811, London Bridge hosted 90,000 pedestrians, 5,500 vehicles and 764 horse riders in a single day. And the flood of people only continued to grow. By 1850, about 27,000 commuters entered the city daily from outside towns, and they represented only a tenth of the total number of workers, most of whom came by foot or omnibus (a large wagon pulled by horses). "Traffic staggered visitors to the city," writes Jerry White in *London in the Nineteenth Century*.

D) One tourist commented on a road accident that included advertising vehicles, hackney coaches, donkey carts, and a cat's-meat man. Another noted the courtiers sitting in their carriages, dressed in finery and snacking on biscuits as they awaited the end of a long "traffic lock." According to historian Judith Flanders, "The nature of horse transport meant that some slowdowns were **inevitable**." As she writes in *The Victorian City: Everyday Life in Dickens' London*, "Plans for improvement were made. And remade. And then remade again." Meanwhile, an average of three or four people died in street traffic incidents every week. The lack of traffic regulations only made the problem worse. Every street had different rules for how it should be

crossed, and even then, the rules were rarely obeyed. But railway manager John Peake Knight had a possible solution. Knight had already made a mark when it came to safety on commuter rails. He ordered carriages be lit with electricity, and to install pull-bells in cars that would let passengers send guards a signal to stop the trains. In 1865, he suggested using a semaphore signal for streets in London, using the same principle as already in use on railway lines. The pillar would include two red arms, lowered when traffic could flow freely, held up to make drivers stop and let pedestrians cross.

J) The Knight’s idea quickly moved from the Metropolitan Police to the Parliament, and by 1868 was approved. Police commissioner Richard Mayne printed 10,000 pamphlets and distributed them about town, drawing drivers’ and pedestrians’ attention to the new change. The traffic signal would use its semaphore arms during the day, and red and green gas lamps at night, all of it operated by an officer—though whether police officers actually had the authority to control drivers in any way **was up for debate among the drivers themselves**, Flanders notes. But when the lamp had been erected, drivers seemed surprisingly obedient. “The regular drivers follow the signals eagerly, whether caution or the absolute stop,” noted the Illustrated Times in early 1869. The South London Chronicle reported, “A more difficult crossing-place could scarcely be mentioned, and should the expectations of the inventor be realized similar structures will no doubt be speedily erected in many other parts of the metropolis.” Winter notes that the man who brought the lamp to London was particularly enthusiastic. “Knight, delighted with his apparent success, was soon predicting that his signal would be appearing at the bottom of Fleet Street and other important junctions. «But the railway engineer was premature in his excitement. In January, a leaky gas pipe under the pavement led to the lamp’s hollow tower getting filled with gas. The resulting explosions severely burned the face of the constable who had been operating it (some reports claim the man was killed in the explosion). The traffic signal was **taken down** shortly thereafter and never replaced, Winter writes.

H) After this failure London continued to struggle with its traffic issue for decades. A written document on how to improve traffic in 1871 noted that even if such rules were applied, no one would obey. It took more than half a century before traffic signals returned to London again. As the city grew and motor vehicles arrived, so too did a new, electric form of stoplight. By 1925 police-operated traffic signals had returned, and in 1926 the first automated light appeared. But however much safer and more effective the new apparatus was, it could never quite live up to the luxurious style of London’s first traffic light.

Tasks 3-12. (всего 10 баллов, по 1 баллу за правильный ответ на каждый вопрос)

Правильные ответы выделены жирным шрифтом. В работах участников Олимпиады варианты ответов могут быть даны в иной последовательности.

3. What does the word “**flaw**” mean?

- A. advantage
- B. gap
- C. defect**
- D. appearance

4. What does the word “**likely**” mean?

- A. surely
- B. certainly
- C. fortunately
- D. probably**

5. What does the word “**objection**” mean?

- A. disagreement**
- B. dissatisfaction
- C. disregard
- D. displeasure

6. What does the word “**versatile**” mean?

- A. universal**
- B. difficult
- C. diverse
- D. various

7. What does the word “**inevitable**” mean?

- A. unavoidable**
- B. necessary
- C. constant
- D. frequent

8. What does the verb “**pick up**” mean?

- A. lift
- B. buy
- C. get**
- D. cut

9. What does the phrase “**made the breakthrough**” mean?

- A. created the theory
- B. made a discovery**
- C. scratched hieroglyphs
- D. understood hieroglyphs

10. What does the phrase “**makes sense**” mean?

- A. **acceptable**
- B. provable
- C. doubtful
- D. sensitive

11. What does the phrase “**was up for debate among the drivers themselves**” mean?

- A. drivers wanted to arrange a debate on the issue
- B. drivers were ready to get controlled
- C. **drivers differed in their views of the point**
- D. drivers doubted the use of the traffic signal

12. What does the phrase “**taken down**” mean?

- A. destroyed
- B. lowered
- C. replaced
- D. **removed**

Tasks 13-27. (всего 15 баллов, по 1 баллу за правильный ответ на каждый вопрос)

- 13. b.1
- 14. b.1
- 15. b.1
- 16. b.1
- 17. a.0
- 18. a.0
- 19. b.1
- 20. a.0
- 21. b.1
- 22. a.0
- 23. b.1
- 24. a.0
- 25. b.1
- 26. b.1
- 27. b.1

Part 2. Writing
(25 баллов)

Task 28 (всего 5 баллов, по 1 баллу за каждый правильный ответ)

B) Four millennia ago Ancient Egypt was a place like America today: lots of people of different ethnicities arrived there to work for Egyptians elites in Serabit – the seat of pharaonic power. The work was to mine. One of such peoples was the Canaanites. Egyptians had their system of writings – hieroglyphic one – and their culture was great.

A) Observing Egyptian religious rituals inspired illiterate foreign workers to learn to write through their marveling at the thousands of hieroglyphs. The Egyptians used their writing to offer their gifts to the goddess. According to a scholar, the Canaanites started writing hieroglyphs in their own way, inventing a more developed system of writing – the alphabet - to serve their own religious needs.

E) For six centuries after its invention, the alphabet was used only in the Middle East. It is concluded from seeing the words written with its usage on simple objects like pots found at the area. Around 1200 B.C. the major Empires of the near east collapsed and new smaller city-states emerged. Local leaders of those political entities started using local languages to govern. In the land of Canaan they spoke Semitic dialects. The dialects were written down with the use of the alphabet derived from the Egyptian mines. Later the alphabet spread due to the flourishing of the Canaanite city-states and their successful sea-trade activities. Its variations have been found from today's Turkey to Spain and they survive until now in the form of the Greek and Roman letters.

C) In 1905 a British couple of Egyptologists excavated the temple and the signs of the alphabet were discovered. The same signs were found in the mines and on small objects like statues. The small statue of sphinx was brought back to London and studied thoroughly. The signs differ from Egyptian hieroglyphs and have been identified as the alphabet by modern academia.

D) In 1916 the scholars managed to decipher them and understand the message of the inscriptions on the sphinx: it was addressed to the Canaanites goddess. A century later another scholar from Israel came up with an idea that the meaning of the discovery is far greater: it allows to suppose that it was illiterate laborers working in the mines, not the elite Egyptians scribes who invented the alphabet. The hypothesis has both proponents and opponents.

Task 29. (Максимальное количество - 20 баллов)

Баллы за решение коммуникативной задачи

Коммуникативная задача полностью выполнена – содержание раскрыто полно, точно и интересно.

Работа участника содержит:

- 1) есть вступление – 2 балла;
- 2) представлены разные точки зрения – 2 балла;
- 3) представлена своя точка зрения – 2 балла;
- 4) представлены обоснованные аргументы – 2 балла;

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5) объём работы либо соответствует заданному, либо отклоняется от заданного не более чем на 10 % – 2 балла.

Итого: максимум 10 баллов

Коммуникативная задача раскрыта частично. Тема раскрыта, однако в работе отражены не все аспекты. Отсутствие каждого аспекта приводит к потере 2 баллов.

Если аспекты присутствуют, но раскрыты не развернуто, то выставляется только 1 балл.

При отсутствии любых 4 аспектов выставляется оценка «0» по критерию «Решение коммуникативной задачи».

При оценке 0 по критерию «Решение коммуникативной задачи» выставляется общая оценка 0.

Баллы за композиционное построение, лексико-грамматическое оформление текста

Общая оценка за оформление выводится на основании критериев, приведённых в таблице:

Композиция (максимум 2 балла)	Лексика (максимум 3 балла)	Грамматика (максимум 3 балла)	Орфография (максимум 1 балл)	Пунктуация (максимум 1 балл)
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Итого: максимум 10 баллов

Композиция

Композиция - 2 балла

Работа не имеет ошибок с точки зрения композиции: представлены введение, основная часть и заключение.

Соблюдена логика высказывания. Средства логической связи присутствуют и используются правильно. Текст правильно разделён на абзацы.

Композиция -1 балл

В целом текст имеет чёткую композицию. Однако в делении текста на абзацы имеются 1–2 нарушения.

Допущены 1-2 ошибки при использовании средств логической связи и/или 1–2 нарушения логики высказывания.

Лексика

Лексика - 3 балла

Участник демонстрирует богатый лексический запас, необходимый для раскрытия темы, точный выбор слов и адекватное владение лексикой. Работа не имеет ошибок с точки зрения лексического оформления.

Лексика - 2 балла

Участник демонстрирует богатый лексический запас, необходимый для раскрытия темы, точный выбор слов и адекватное владение лексикой. В работе имеются 1–2 незначительные (негрубые) лексические ошибки, не затрудняющие понимание текста.

Лексика - 1 балл

Участник демонстрирует не достаточный лексический запас, необходимый для раскрытия темы, не точный выбор слов и не адекватное владение лексикой. В работе имеются 3-4 незначительные (негрубые) лексические ошибки, не затрудняющие понимание текста.

Лексика - 0 баллов

Участник не владеет лексическим запасом, необходимым для раскрытия темы, не точный выбор слов и не адекватное владение лексикой. В работе имеются 5-6 незначительных (негрубых) лексических ошибок, не затрудняющих понимание текста и/или 1-2 грубые ошибки, затрудняющие понимание текста.

Грамматика**Грамматика - 3 балла**

Участник демонстрирует грамотное и уместное употребление грамматических структур в соответствии с коммуникативной задачей.

Работа имеет 1 негрубую ошибку с точки зрения грамматического оформления.

Грамматика - 2 балла

Участник демонстрирует грамотное и уместное употребление грамматических структур. В работе имеются 2 незначительные (негрубые) грамматические ошибки, не затрудняющие понимание высказывания.

Грамматика - 1 балл

Участник не демонстрирует грамотное и уместное употребление грамматических структур. В работе имеются 3-4 грамматические ошибки, не затрудняющие понимание высказывания.

Грамматика - 0 баллов

Участник не демонстрирует грамотное и уместное употребление грамматических структур. В работе имеются 5-6 грамматических ошибок, не затрудняющих понимание высказывания и/или 1-2 грубые ошибки, затрудняющие понимание текста.

Орфография**Орфография – 1 балл**

Участник демонстрирует уверенное владение навыками орфографии. Работа не имеет ошибок с точки зрения орфографии.

Орфография – 0 баллов

В тексте присутствуют орфографические ошибки (1–3).

Пунктуация**Пунктуация - 1 балл**

Участник демонстрирует уверенное владение навыками пунктуации. В работе могут быть 1–2 пунктуационные ошибки, не затрудняющие понимание высказывания.

Пунктуация - 0 баллов

В тексте присутствуют пунктуационные ошибки (3–4).

Part 3. Use of English
(20 баллов)

Tasks 30-39. (20 баллов, по 2 балла за правильный ответ)

30. It took the teacher twenty minutes to explain the new rule to the students.

To

The new rule was _____ twenty minutes. (5 words)

Ответ - explained to the students for

31. I was amazed at a lot of books on the shelves of the library.

large

_____ books on the shelves of the library amazed me greatly. (4 words)

Ответ - a large number of

32. We were lucky enough to catch the train as it left later than it was to.

time

We were lucky enough to catch the train as it didn't leave _____. (2 words)

Ответ - on time

33. You cannot hear anyone because of the too loud music.

sounds

The music _____ anyone. (5 words)

Ответ - sounds too loud to hear

34. "She cooks well," Anna said

good

'She, ' Ann said. (4 words)

Ответ - is a good cook

35. The movie I watched yesterday impressed me greatly.

on

The movie I watched yesterday _____ me. (5 words)

Ответ - made a great impression on

36. I don't know why he has not come.

for

I don't know the _____ . (5 words)

ОТВЕТ - reason for his not coming

37. People from Portugal eat plenty of seafood.

diet

The _____ includes plenty of seafood. (4 words)

ОТВЕТ - diet of the Portuguese

38. The strong winds have broken a window in the old house.

been

A window in the old house _____ the strong winds. (4 words)

ОТВЕТ - has been broken by

39. I read many novels by Dickens when I was a student, and I liked them very much.

was

_____ my favorite reading when I was a student. (3 words)

ОТВЕТ - Dickens's novels was

Part 4. Cultural Study

(20 баллов)

Tasks 40-49. (10 баллов, по 1 баллу за правильный ответ на каждое задание)

Правильные ответы выделены жирным шрифтом. В работах участников Олимпиады варианты ответов могут быть даны в иной последовательности.

Read the following passages and identify whether the events described in them relate to the history of Great Britain or not. Choose "True" if the passage tells us about Great Britain and "False" if it doesn't.

40. Princess Elizabeth was in Kenia when news of her father's death reached her. She immediately returned to her home land and was crowned on 2 June 1953.

true

false

41. On the domestic front the political crisis took a radical turn when a group of insurgents led by the extremist Jacobins attacked the royal residence and arrested the king on August 10, 1782.

true

false

42. In August of 1789, the Assembly adopted the Declaration of the Rights of Man and of the Citizen, a statement of democratic principles grounded in the philosophical and political ideas of Enlightenment thinkers like Jean-Jacques Rousseau.

true

false

43. A fire broke out at Thomas Farriner’s bakery in Pudding Lane a little after midnight on Sunday 2 September 1666. The family was trapped upstairs but managed to climb from an upstairs window to the house next door. After an hour the parish constables arrived.

true

false

44. The fire spread quickly, blazing through the mass of medieval rafters – known as “the forest” - and bringing down the iconic spire. For a few critical hours, firefighters warned the President that Notre Dame might not be saved.

true

false

45. When Charles finally came to power in 1660, following Cromwell’s death, he at once arrested Argyll for collaborating with the Commonwealth and had him beheaded the following year.

true

false

46. The Conspiracy of Amboise, formed by Huguenots with the object of kidnapping the boy-king Francis II resulted in the death of all the plotters except Louis I de Bourbon, Prince de Conde.

true

false

47. That night anchorman Hanns Joachim Freidrichs proclaimed, “This 9 November is a historic day. The GDR has announced that, starting immediately, its borders are open to everyone. The gates in the Wall stand open wide.”

true

false

48. The Black Death swept across the country. Well over the quarter of the population are believed to have died, devastating villages and towns. The plague had profound impact on society – leading to relative peace for a time and providing wage rises to surviving peasants – paving the way to the Peasants Revolt and helping to end serfdom.

true

false

49. The Battle of Waterloo was the final clash after years of war between European nations and French Emperor Napoleon Bonaparte. The allied forces led by Duke of Wellington defeated Napoleon's imperial ambitions. This led to peace in Europe for years to come.

true

false

Tasks 50-59. (10 баллов, по 1 баллу за правильный ответ)

Правильные ответы выделены жирным шрифтом. В работах участников Олимпиады варианты ответов могут быть даны в иной последовательности.

50.

A. July 4, 1776

B. June 4, 1776

C. July 14, 1677

D. July 2, 1677

51.

A. South America

B. Great Britain

C. England

D. the United States

52.

A. Spain

B. the United States

C. Great Britain

D. France

53.

A. the fourteenth of July

B. the second of June

C. the fourth of July

D. the fourth of June

54.

A. July the Fourth

B. July the Second

C. July the Fourteenth

D. June the Fourth

55.

- A. an international holiday
- B. a regional public holiday
- C. a national holiday**
- D. a popular holiday

56.

- A. South America
- B. Great Britain
- C. the whole world
- D. the US**

57.

- A. Great Britain's
- B. the US'**
- C. the UN's
- D. England's

58.

- A. red, blue and white**
- B. blue and white
- C. red and white
- D. yellow, blue and green

59.

- A. July 12th
- B. June 4th
- C. July 2nd
- D. July 4th**

Председатель предметной методической
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доктор филологических наук, профессор



Н.Ю. Гвоздецкая

МИНОБРНАУКИ РОССИИ



Федеральное государственное бюджетное образовательное учреждение
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«Российский государственный гуманитарный университет»
(ФГБОУ ВО «РГГУ»)

ОЛИМПИАДА РГГУ ДЛЯ ШКОЛЬНИКОВ ПО ИНОСТРАННОМУ ЯЗЫКУ

АНГЛИЙСКИЙ ЯЗЫК

2021 г.

Заключительный этап

9 класс

ОТВЕТЫ

КРИТЕРИИ ОЦЕНИВАНИЯ ВЫПОЛНЕННЫХ ЗАДАНИЙ

Вариант № 21-ОШ-2-09 Английский язык-2

Part 1. Reading

(35 баллов)

Task 1 (5 баллов, по 1 баллу за каждый правильно расположенный абзац текста)
Article 1. A Search for a Lost Hammer Led to the Largest Cache of Roman Treasure Ever Found in Britain

A Search for a Lost Hammer Led to the Largest Cache of Roman Treasure Ever Found in Britain

When Eric Lawes set off for a field in Hoxne village, Suffolk on November 16, 1992, it wasn't on a treasure hunt. The metal detector he'd received as a retirement gift was meant to find a hammer lost on the farmland. But the detector picked up a strong signal in the earth, leading Lawes to start digging, and it quickly became apparent that he had **come across** treasure. After bringing up only a few shovelfuls of silver spoons and gold coins, Lawes quickly retreated and called the police and the local archaeological society. The very next day, as covertly as possible, the archaeologists excavated a chunk of earth with the treasure still contained within. This way, they could remove the objects under laboratory conditions, which would help determine the age and storage method of the cache.

B) Lawes received £1.75 million from the British government for finding the gold and leaving it intact, which he split with the farmer on whose land the hoard was uncovered (he also eventually found the hammer, which later went on exhibit). As for archaeologists, they had their own reward: of the 40 treasure hoards discovered in Britain, the Hoxne Hoard was “the largest and latest ever found in Britain,” says Rachel Wilkinson. The project curator for Romano-British collections at the British Museum, where the artifacts reside, Wilkinson says the unique way this

hoard was excavated, compared to how most are retrieved by farmers plowing their field, makes it invaluable.

A) In the 25 years since the unearthing of the Hoxne hoard, researchers have used the objects to learn more about one of Britain's most turbulent periods: the island's separation from the Roman Empire in 410 A.D. The end of the fourth century A.D. was an **unsettled** time for the Roman Empire. The territory stretched the Mediterranean world, including all of the land that would come to be Italy, Spain, Greece and France and large chunks of North Africa, Turkey and Britain. Under Emperor Theodosius, Christianity became the sole religion of the empire, while all other belief systems became illegal, a dramatic change after centuries of polytheism. And while parts of the Empire continued to thrive, the Western Roman Empire was deteriorating. Gothic warriors won battles and killed leaders like Emperor Valens, and in 410 the Visigoths (nomadic Germanic peoples) sacked Rome. Meanwhile, Roman subjects in Britain were left to **fend** for themselves against raiders from Scotland and Ireland, having lost the support of Roman soldiers even before the separation from the Empire. "The years from the later fourth century to 450, the period including the British hoarding peak, witnessed numerous invasions into the [mainland Europe] Empire by Germanic and Hunnic groups often followed by large scale devastation and disruption," writes Roman archaeologist Peter Guest.

D) This level of societal **upheaval** has led to the "hoards equal hordes" hypothesis. Basically, Romano-British citizens who no longer had the protection of the Roman Empire were so terrified of the raiding Saxons, Angles, Picts and others that they buried their most valuable belongings. According to an entry from 418 in the 9th-century text Anglo-Saxon Chronicle, "In this year the Romans collected all the treasures which were in Britain and hid some in the earth so that no one afterwards could find them, and some they took with them into Gaul." For all their fears of "barbarians," the Romano-British weren't only the only people in the Roman Empire to experience upheaval – yet nowhere else have hoards been discovered in as dense of numbers as in Britain. Because no organic materials survived in the Hoxne hoard, radiocarbon can't be used as a dating technique. Instead, archaeologists use the age of coins, which they arrive at by looking at **inscriptions** on the coin as well as the ruler depicted on its face.

E) "The Roman Emperor wasn't supplying Britain with new gold and silver coins, and in light of that, the population tried to get over this sudden cutoff in the supply of precious metals by making the existing supplies go further," Guest said. Archaeologist Catherine Johns speculates that the Roman family to whom the treasure belonged kept them as sentimental objects.

C) However, even surrounded by unanswered questions, the Hoxne treasure is an irresistible collection that tells a dramatic story: the end of one empire, the earliest days of what would eventually become another empire. And whatever else it might provide archaeologists, it also provides the public with a happy ending – sometimes you find buried treasure when you least expect it.

Task 2. (5 баллов, по 1 баллу за каждый правильно расположенный абзац текста)

Article 2.

The True History of the Orient Express

To most people the Orient Express is more an idea than just a train. We are most familiar with its life in fiction and cinema: Hercule Poirot solved his most famous case on it, Alfred Hitchcock's lady vanished from it and James Bond rode it from Istanbul to London. Now the legendary train is going to appear on the big screen as director Kenneth Branagh tries his hand at remaking Agatha Christie's classic murder-mystery tale.

F). However, what was the real Orient Express like, how did it first attain its aura of mystery and intrigue and what was the famous train's ultimate fate? In 1865, a prominent Belgian banker's son named Georges Nagelmackers first envisioned "a train that would span a continent, running on a continuous ribbon of metal for more than 1,500 miles," as E. H. Cookridge writes in *Orient Express: The Life and Time of the World's Most Famous Train*. During a trip to America, Nagelmackers witnessed the many innovations in railway travel there – chief among them George Pullman's unprecedented, luxurious "sleeper cars" – and he returned determined to realize his vision.

G) After a number of **false** starts, financial troubles and difficulties negotiating with various national railway companies, Nagelmackers's Compagnie Internationale des Wagons-Lits (wagons-lits being French for "sleeper cars") established a route from Paris to Istanbul, and then called Constantinople. The newspapers **dubbed** it the "Orient Express" – though Istanbul was as far toward the "Orient" as this train would ever travel – and Nagelmackers embraced the name. Then the Orient Express set out on its first formal journey, with many journalists aboard to publicly marvel at the train's luxury and beauty. Aboard the train, the delighted passengers felt as though they'd entered one of Europe's finest hotels; they marveled at the intricate wooden paneling, deluxe leather armchairs, silk sheets and wool blankets for the beds. The journey from Paris to Istanbul lasted a little over 80 hours.

H) Some kings traveling onboard the train infamously exhibited very odd behavior. Ferdinand of Bulgaria, scared to death of assassins, was observed locking himself in the bathroom. The king of Bulgaria, an amateur engineer, insisted that he be allowed to drive the train through his country, which he did at dangerous speeds. Czar Nicholas II demanded that special cars be built for his visit to France, and some decades later the French President Paul Deschanel clumsily **tumbled** from one of these cars in the dead of night, an event that prompted such ridicule that he eventually resigned. In its heyday, the train duly earned another nickname: "Spies' Express." Continent-hopping secret agents loved the train, writes Cookridge, since it simply "made their jobs so much easier and their travels much more comfortable." One of the most remarkable of these agents was an Englishman named Robert Baden-Powell, who posed as a lepidopterist collecting samples in the Balkans. His intricate sketches of the forms and colors of butterfly wings were actually coded representations of the fortifications he spotted along the Dalmatian Coast, which served as great aids to the British and Italian navies during World War I. Though the two World Wars severely limited Orient Express service, a single car played a fascinating symbolic role in both.

I) The pedigree of the train became rather complicated in later years, as Nagelmackers's original line spawned similar ones following slightly different routes, and as other providers began to use the phrase "Orient Express" for promotional purposes. The Direct Orient Express,

the Simplon Orient Express (the train Poirot rode), the Nostalgic Orient Express and many others have existed over the years. One descendant of the original Orient Express became rather shabby, crowded and cheap – a disillusioned journalist called it a movable apartment house. Today’s Venice-Simplon Orient Express aims for the **opulence** of the original, and for the right price, a person can still go for a ride in its restored original Compagnie Internationale des Wagons-Lits cars. But attempts to maintain the old glamour of the Orient Express have largely fallen into self-parody – promoters of the line have encouraged **patrons** to dress in 1920s clothes, and even once staged a murder mystery game during a journey. Writing in 1976 for the Los Angeles Times, one reporter meets a tired and cranky contessa who says, on the trip’s last leg, “If there are going to be any murders on this train, it will be the Turk that wakes me up at 5 a.m.”

J) Modern versions of the Orient Express are a far cry from the original that Cookridge lovingly and nostalgically portrays: “Kings and crooks, millionaires and refugees, big-game hunters and smugglers, prima donnas and courtesans traveled on it; tycoons and financiers clinched their deals across its elegant dining tables; diplomats, spies, and revolutionaries on board the train moved secretively to their moments of history.” The era of such intrigue and excitement aboard the Orient Express is over. But in a world that becomes more connected every day – and one in which there is no shortage of luxury travel – much of Nagelmackers’s vision lives on. The Orient Express became the train of choice for Europe’s wealthy and high-born, a rolling symbol of the economic disparities of its age. “Peasants in half-a-dozen countries would pause in their work in the fields and gape at the glittering cars and the snobby faces behind the windows,” writes Cookridge. It came to be called “the King of Trains and the Train of Kings.”

Tasks 3-12. (всего 10 баллов, по 1 баллу за правильный ответ на каждый вопрос)
Правильные ответы выделены жирным шрифтом. В работах участников Олимпиады варианты ответов могут быть даны в иной последовательности.

3. What does the word “**come across**” mean?

- A. looked for
- B. turned up
- C. understood
- D. found**

4. What does the word “**unsettled**” mean?

- A. anxious**
- B. wasted
- C. worried
- D. empty

5. What does the word “**fend**” mean?

- A. worry
- B. protect**
- C. bother
- D. save

6. What does the word “**upheaval**” mean?

- A. feast
- B. stroll
- C. unrest**
- D. event

7. What does the word “**inscriptions**” mean?

- A. writings
- B. letters**
- C. portraits
- D. pictures

8. What does the word “**false**” mean?

- A. early
- B. late
- C. failed**
- D. refused

9. What does the word “**dubbed**” mean?

- A. described
- B. compared
- C. called**
- D. replaced

10. What does the word “**tumbled**” mean?

- A. fell out**
- B. came out
- C. went out
- D. jumped out

11. What does the word “**opulence**” mean?

- A. fortune
- B. wealth
- C. richness**
- D. prosperity

12. What does the word “**patrons**” mean?

- A. promoters
- B. clients**
- C. staff
- D. sponsors

Tasks 13-27. (всего 15 баллов, по 1 баллу за правильный ответ на каждый вопрос)

- 13. a.0
- 14. b.1
- 15. b.1
- 16. c.2
- 17. a.0
- 18. b.1
- 19. b.1
- 20. b.1
- 21. a.0
- 22. c.2
- 23. b.1
- 24. a.0
- 25. a.0
- 26. b.1
- 27. a.0

**Part 2. Writing
(25 баллов)****Task 28. (всего 5 баллов, по 1 баллу за каждый правильный ответ)**

B) The metal detector Eric Lawes had received as a retirement gift was meant to find a hammer lost on the farmland. But the detector picked up a strong signal in the earth, leading Lawes to start digging, and it quickly became apparent that he had come across treasure.

A) The next day, the archaeologists excavated a chunk of earth with the treasure still contained within. They could remove the objects under laboratory conditions, which would help determine the age and storage method of the hiding place.

E) Lawes received the compensation from the British government for finding the gold and leaving it untouched. And he split it with the farmer on whose land the hoard was uncovered. And for archaeologists, they had their own reward namely the 40 treasure hoards discovered in Britain. Then the project curator says the unique way this hoard was excavated, compared to how most are extracted by farmers plowing their field, makes it invaluable.

C) In the 25 years since the unearthing of the treasure, researchers have used the objects to learn more about one of Britain's most turbulent periods. For example, archaeologists use the age of coins, which they get by looking at inscriptions on the coin as well as the ruler depicted on its face.

D) After the study, it was assumed that Romano-British citizens who no longer had the protection of the Roman Empire were so terrified of the raiding that they buried their most valuable belongings. But even surrounded by unanswered questions treasure is a collection that tells a dramatic story: the end of one empire, the earliest days of what would eventually become another empire. And whatever else it might provide archaeologists, it also provides the public with a happy ending—sometimes you find buried treasure when you least expect it.

Task 29. (Максимальное количество - 20 баллов)**Баллы за решение коммуникативной задачи**

Коммуникативная задача полностью выполнена – содержание раскрыто полно, точно и интересно.

Работа участника содержит:

- 1) есть вступление – 2 балла;
- 2) представлены разные точки зрения – 2 балла;
- 3) представлена своя точка зрения – 2 балла;
- 4) представлены обоснованные аргументы – 2 балла;
- 5) объём работы либо соответствует заданному, либо отклоняется от заданного не более чем на 10 % – 2 балла.

Итого: максимум 10 баллов

Коммуникативная задача раскрыта частично. Тема раскрыта, однако в работе отражены не все аспекты. Отсутствие каждого аспекта приводит к потере 2 баллов. Если аспекты присутствуют, но раскрыты не развернуто, то выставляется только 1 балл. При отсутствии любых 4 аспектов выставляется оценка «0» по критерию «Решение коммуникативной задачи».

При оценке 0 по критерию «Решение коммуникативной задачи» выставляется общая оценка 0.

Баллы за композиционное построение, лексико-грамматическое оформление текста

Общая оценка за оформление выводится на основании критериев, приведённых в таблице:

Композиция (максимум 2 балла)	Лексика (максимум 3 балла)	Грамматика (максимум 3 балла)	Орфография (максимум 1 балл)	Пунктуация (максимум 1 балл)
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Итого: максимум 10 баллов

Композиция**Композиция - 2 балла**

Работа не имеет ошибок с точки зрения композиции: представлены введение, основная часть и заключение.

Соблюдена логика высказывания. Средства логической связи присутствуют и используются правильно. Текст правильно разделён на абзацы.

Композиция -1 балл

В целом текст имеет чёткую композицию. Однако в делении текста на абзацы имеются 1–2 нарушения.

Допущены 1-2 ошибки при использовании средств логической связи и/или 1–2 нарушения логики высказывания.

Лексика**Лексика - 3 балла**

Участник демонстрирует богатый лексический запас, необходимый для раскрытия темы, точный выбор слов и адекватное владение лексикой. Работа не имеет ошибок с точки зрения лексического оформления.

Лексика - 2 балла

Участник демонстрирует богатый лексический запас, необходимый для раскрытия темы, точный выбор слов и адекватное владение лексикой. В работе имеются 1–2 незначительные (негрубые) лексические ошибки, не затрудняющие понимание текста.

Лексика - 1 балл

Участник демонстрирует не достаточный лексический запас, необходимый для раскрытия темы, не точный выбор слов и не адекватное владение лексикой. В работе имеются 3-4 незначительные (негрубые) лексические ошибки, не затрудняющие понимание текста.

Лексика - 0 баллов

Участник не владеет лексическим запасом, необходимым для раскрытия темы, не точный выбор слов и не адекватное владение лексикой. В работе имеются 5-6 незначительных (негрубых) лексических ошибок, не затрудняющих понимание текста и/или 1-2 грубые ошибки, затрудняющие понимание текста.

Грамматика**Грамматика - 3 балла**

Участник демонстрирует грамотное и уместное употребление грамматических структур в соответствии с коммуникативной задачей.

Работа имеет 1 негрубую ошибку с точки зрения грамматического оформления.

Грамматика - 2 балла

Участник демонстрирует грамотное и уместное употребление грамматических структур. В работе имеются 2 незначительные (негрубые) грамматические ошибки, не затрудняющие понимание высказывания.

Грамматика - 1 балл

Участник не демонстрирует грамотное и уместное употребление грамматических структур. В работе имеются 3-4 грамматические ошибки, не затрудняющие понимание высказывания.

Грамматика - 0 баллов

Участник не демонстрирует грамотное и уместное употребление грамматических структур. В работе имеются 5-6 грамматических ошибок, не затрудняющих понимание высказывания и/или 1-2 грубые ошибки, затрудняющие понимание текста.

Орфография**Орфография – 1 балл**

Участник демонстрирует уверенное владение навыками орфографии. Работа не имеет ошибок с точки зрения орфографии.

Орфография – 0 баллов

В тексте присутствуют орфографические ошибки (1–3).

Пунктуация**Пунктуация - 1 балл**

Участник демонстрирует уверенное владение навыками пунктуации. В работе могут быть 1–2 пунктуационные ошибки, не затрудняющие понимание высказывания.

Пунктуация - 0 баллов

В тексте присутствуют пунктуационные ошибки (3–4).

Part 3. Use of English
(20 баллов)

Tasks 30-39. (20 баллов, по 2 балла за правильный ответ)

30. Mary remembers the first time she went to school very clearly.

going

Mary clearly remembers _____ the first time. (4 words)

ОТВЕТ - going to school for

31. This picture was bought by us.

we

_____ bought the picture. (4 words)

ОТВЕТ - it was we who

32. It is warmer today than it was yesterday.

not

_____ today as it was yesterday. (5 words)

ОТВЕТ - it is not as cold

33. "Let us not go outside", he said.

suggested

He _____ at home. (3 words)

ОТВЕТ - suggested our staying

34. Louise couldn't complete the trip to the Pole because he wasn't well enough.

too

Louise _____ the trip to the Pole. (5 words)

ОТВЕТ - was too ill to complete

35. Which part of the course interested you most?

ОТВЕТ - interesting

Which _____ of your course? (5 words)

ОТВЕТ - was the most interesting part

36. He is quite a good English speaker.

enough

He _____ . (4 words)

ОТВЕТ - speaks English well enough

37. As long as it doesn't rain, the party will be held outdoors.

unless

_____, the party will be held outdoors. (3 words)

Ответ - Unless it rains

38. I did not know that the child was so talented.

how

I did not know _____! (5 words)

Ответ - how talented the child was

39. Everybody must do exactly what your teacher tells you.

carry

Everybody must _____ instructions exactly. (4 words)

Ответ - carry out your teacher's

Part 4. Cultural Study

(20 баллов)

Tasks 40-49. (10 баллов, по 1 баллу за правильный ответ на каждое задание)

Правильные ответы выделены жирным шрифтом. В работах участников Олимпиады варианты ответов могут быть даны в иной последовательности.

Read the following passages and identify whether the events described in them relate to the history of Great Britain or not. Choose "True" if the passage tells us about Great Britain and "False" if it doesn't.

40. After the death of King Henry III, his son Edward I became the new King of this country. He started a conquest in three separate campaigns. There was an uprising against the locals but later on tried and executed. The second campaign was Democratic. The king was obliged to call a parliament.

true

false

41. The history of this country began with a warrior tribe of people known as the Gauls. Then, the Romans conquered the Gauls and they were followed by the Franks from Germany. The Franks gave the name to this country. This country was a major power in Europe in the Middle Ages.

true

false

42. This event took place in the Forest in 9 AD, when an alliance of people ambushed and destroyed three legions and their auxiliaries. The alliance was led by Arminius. He had acquired citizenship and had received a military education, which enabled him to deceive the commander methodically and anticipate the army's tactical responses.

true

false

43. The Roman Conquest resulted in the establishment of this country as a European Nation. In the Battle of Stamford Bridge in 1066, they debated where country would belong to. Harold Godwinson expelled the Vikings from this country.

true
false

44. During the 13th and 14th centuries, armies tried to conquer the country through military force. It was until in 1707 when they agreed to the Act of Union. This was composed of two Acts of Parliament and they also shared one military and engineering prowess. This was considered as the most successful nation union in world history.

true
false

45. This bridge is very famous and located in this country. This ancient 50 m high three-level bridge is a technical masterpiece in Occitanie. It was built shortly before the Christian era to allow the Nîmes aqueduct, nearly 50 km long, to cross the Gardon river. This tall and magnificent bridge is almost a thousand years old!

true
false

46. Once the citizens of this country had to face the French in 1805. Then Admiral won a great victory over the French fleet. In order to commemorate this event, the monument was erected on this square.

true
false

47. This country was the first to use postage stamps: In 1840 the first stamps showed a portrait of the ruler of that country. The first postage stamp called 'Penny Black' as it was worth one penny and was black.

true
false

48. Over the years, this country has been through many political crises. Its current government is a semi-presidential system. The president is elected by the people and is head of state. A prime minister, chosen by the president, works with the elected parliament to pass laws.

true
false

49. In the nineteenth century an amazing general and commander of the army, came into power. He led the country into many battles and made this country even stronger. Then he became the ruler of this country. His time as the ruler ended after he lost the Battle of Waterloo. He was sent to the island of Elba and finally to St Helena to be sure he would not escape. He died on the island.

true
false

Tasks 50-59. (10 баллов, по 1 баллу за правильный ответ)

Правильные ответы выделены жирным шрифтом. В работах участников Олимпиады варианты ответов могут быть даны в иной последовательности.

50.

- A. September 2, 1666,**
- B. October 2, 1666
- C. September 2, 1766
- D. October 15, 1966

51.

- A. Carnaby Street
- B. Pudding Lane**
- C. Abbey Road
- D. Baker Street

52.

- A. Louis XIV the Great
- B. Edward VIII
- C. George I
- D. King Charles II**

53.

- A. 10%
- B. 20 %
- C. 50 %
- D. 80%**

54.

- A. gaiety
- B. burn
- C. plague**
- D. disease

55.

- A. rats**
- B. dogs
- C. people
- D. hamsters

56.

- A. timber, rather than brick
- B. brick, rather than timber**
- C. brick, rather than concrete
- D. timber, rather than concrete

57.

- A. Charles Barry
- B. Antonio Gaudi
- C. Peter Harrison
- D. Sir Christopher Wren**

58.

- A. flag
- B. monument**
- C. sculpture
- D. flowerbed

59.

- A. insurance**
- B. service
- C. office
- D. security

Председатель предметной методической
комиссии по иностранному языку
доктор филологических наук, профессор



Handwritten signature in blue ink.

Н.Ю. Гвоздецкая